



3rd Grade

Curriculum Milestones and Competencies



3rd Grade International Baccalaureate Transdisciplinary Themes & Inquiry

Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Inquiry

We can learn from the values, attitudes, and actions of individuals who influenced society.

Where We Are In Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Inquiry

An awareness of Indigenous peoples helps us to understand our present day histories.

How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Inquiry

Sound is a transfer of energy that is used for communication and expression

How the World Works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Inquiry

The world around us is composed of matter which can go through various changes.

How We Organize Ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Inquiry

People exchange goods and services based on their needs and values.

Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Inquiry

Living and nonliving things in an ecosystem are interconnected and impact each other.



ITALIAN | ITALIANO 50% instructional time

Reading | Lettura

- Read brief texts aloud and silently in Italian developing expression | *Leggere testi ad alta voce o in modalità silenziosa curandone l'espressione*
- Preview reading materials in Italian starting with title and images | *Prevedere il contenuto di un testo a partire dal titolo e dalle immagini*
- Collect information from various kinds of texts in Italian | *Cogliere informazioni da testi di vario genere*

Writing | Scrivere

- Develop fine motor skills and eye-hand coordination | *Sviluppare la motricità fine e la coordinazione oculo-manuale*
- Listen to and write down spoken words in Italian with careful attention to spelling | *Scrivere sotto dettatura curando l'ortografia*
- Create simple phrases in Italian connected to everyday moments | *Produrre semplici testi legati a scopi e connessi con situazioni quotidiane*
- Develop writing sentences in Italian with careful attention to spelling | *Scrivere frasi curando l'ortografia*

Italian Language | Lingua Italiana

- Extend Italian vocabulary from their origins (roots) | *Ampliare il patrimonio lessicale*
- Use learned vocabulary in Italian in context | *Usare in modo appropriato le parole apprese*
- Recognize when a sentence has relevant information | *Riconoscere se una frase e' costituita dagli elementi essenziali*
- Research vocabulary not recognized in Italian texts | *Effettuare ricerche su parole non conosciute nel testo*
- Experience varied types of Italian texts | *Confrontare testi di vario genere*

Listening, Speaking and Presenting | Ascoltare, Parlare e Presentare

- Understand the main idea and key details in a discussion in Italian | *Comprendere l'argomento e le informazioni principali di un discorso*
- Give simple directions in Italian for everyday actions | *Dare semplici istruzioni su azioni quotidiane*
- Retell personal stories or make believe with key ideas in Italian | *Raccontare storie personali o fantastiche con le informazioni principali*



ENGLISH 50% instructional time

Reading

- Demonstrate phonics, word recognition and fluency when reading in English
- Communicate key ideas & details of author and craft & structure of text
- Develop integration of knowledge and ideas through text features - or in themes or characters throughout a series
- Extend range of reading & increase level of text complexity

Writing

- Identify text types and purposes
- Participate in production & distribution of writing including use of varied technology tools
- Extend skills in research to build and present knowledge
- Actively expand range of writing

English Language

- Demonstrate conventions of standard English
- Expand English vocabulary acquisition and use
- Develop knowledge of English language

Listening, Speaking and Presenting

- Communicate comprehension and collaboration
- Participate in presentation of knowledge and ideas, including use of varied technology tools



MATHEMATICS

<h3>Number Sense</h3> <ul style="list-style-type: none">• Use place value understanding and properties of operations to perform multi-digit arithmetic, numbers up to 10,000• Develop understanding of fractions as numbers• Master mental math skills in addition, subtraction, multiplication and division	<h3>Pattern and Function</h3> <ul style="list-style-type: none">• Understand properties of multiplication and the relationship between multiplication and division• Represent and solve problems involving multiplication & division• Multiply and divide within 100• Solve problems involving the four operations, and identify and explain patterns in arithmetic
<h3>Measurement</h3> <ul style="list-style-type: none">• Solve problems involving measurement and estimation.	<h3>Shape and Space</h3> <ul style="list-style-type: none">• Reason with shapes & their attributes
<h3>Geometric Measurement</h3> <ul style="list-style-type: none">• Understand concepts of area and relate area to multiplication and to addition• Recognize perimeter	<h3>Data Handling</h3> <ul style="list-style-type: none">• Collect, represent and interpret data



HISTORY, GEOGRAPHY, SOCIAL STUDIES

Learning outcomes are from the Italian Ministry of Education Standards, Pollyanna Racial Literacy & California State Standards

History

- Follow and understand historical events by listening to or reading historical texts, including stories and biographies of great and important people throughout history.
- Identify similarities and differences through the comparison between historical social frameworks, both far in space and time.

Geography

- Recognize, in one's own living environment, the functions of the various spaces and their connections, the positive and negative human interventions and design solutions, exercising active citizenship.
- Understand that the territory is a space organized and modified by human activities.

Social Studies

- Understand that Native Americans are not a monolithic people, and the term "Native American" encompasses a diverse group of Indigenous peoples, cultures, and/or tribes that span from North to South America.
- Learn more about various Native American cultures, such as by region, tribe, or nation; and conduct research.



SCIENCE Learning outcomes are from the Next Generation Science Standards

Interdependent Relationships in Ecosystems

- Construct an argument that some animals form groups that help members survive.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Energy and Sound Waves

- Make observations to provide evidence that energy can be transferred from place to place by sound.
- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Use tools and materials to design and build a device that uses (musical) sound to communicate over a distance.

States of Matter

- Identify characteristics and properties of solids, liquids, and gases
- Notice how and why matter changes states through natural occurrences and scientific experiment
- Explain understanding and applications of state of matter changes



TECHNOLOGY

<p>Coding</p> <ul style="list-style-type: none">• Introduction to coding with Chromebook (Code.org)	<p>G-Suite</p> <ul style="list-style-type: none">• Introduction to G-Suite: Google Doc, Gmail, Google Slides
<p>Digital Citizens</p> <ul style="list-style-type: none">• Introduction to Internet Awesome	<p>Computer Science</p> <ul style="list-style-type: none">• Introduction to Toddle PYP platform: Journal & Classroom• Introduction to Padlet, Typing Club
<p>Robotics</p> <ul style="list-style-type: none">• Introduction to "Sphero"	



ATELIER: ARTE

<p>Creating</p> <ul style="list-style-type: none">• Communicate distinctive forms of meaning• Develop technical skills• Take creative risks• Solve problems• Visualize consequences	<p>Creative exploration through</p> <ul style="list-style-type: none">• Imagination• Experiences and knowledge of materials and processes• Making connections• Development of personal artistic journey
<p>Responding</p> <ul style="list-style-type: none">• Critical analysis• Interpretation• Evaluation• Reflection• Communication	<p>Understanding of</p> <ul style="list-style-type: none">• Concepts• Methods• Elements• Context• Perspectives



ATELIER: ENVIRONMENTAL STUDIES

Stewardship

- Care and respect for living things & their habitat in the garden
- Share limited garden resources
- Understand kinds of waste that are biodegradable

Gardening

- Nature observation skills
- Growing and harvesting food
- Sifting and applying compost
- Handling and studying live decomposer species

Ecoliteracy

- Understand the variety of ways humans use plants
- Understand the variety of ways humans rely on plants
- Understand the process of decomposition and composting in the garden
- Understand how other species use natural materials



ATELIER: MUSIC

<p>Performance</p> <ul style="list-style-type: none">• In-school performance• Goal of larger school-community performance in Spring	<p>Independent practice</p> <ul style="list-style-type: none">• Practice at home 3-4 times per week
<p>Percussion Instruments</p> <ul style="list-style-type: none">• Intro to percussion technique on various instruments• Basic rhythms (notes and rests)• Intro to music on the Treble Staff• Understanding roles and responsibilities	<p>Vocal Music</p> <ul style="list-style-type: none">• Varied styles• Increased range• Solo vs. Chorus• Different Languages/Dialects
<p>Music Appreciation</p> <ul style="list-style-type: none">• Exploration of composers' use of instruments• Visiting Artists / Zoom	<p>Analysis</p> <ul style="list-style-type: none">• Identifying different components/functions



PHYSICAL EDUCATION (PE)

Concepts, principles, and strategies

- Collaboration
- Organized play
- Game design
- Athletic skill building and investigation,
- Mindfulness
- Self-awareness

Motor skills and movement patterns

- Movement Concepts
- Body Management
- Locomotor Movement
- Manipulative Skills
- Rhythmic Skills
- Fitness Concepts
- Aerobic Capacity



SOCIAL EMOTIONAL LEARNING (SEL)

Guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies

<h3>Self-Awareness</h3> <ul style="list-style-type: none">• Identifying one's emotions• Integrating personal and social identities• Examining prejudices and biases	<h3>Self-Management</h3> <ul style="list-style-type: none">• Managing one's emotions• Setting personal and collective goals
<h3>Social Awareness</h3> <ul style="list-style-type: none">• Taking others' perspectives• Understanding and expressing gratitude	<h3>Relationships</h3> <ul style="list-style-type: none">• Communicating effectively• Demonstrating cultural competency
<h3>Responsible Decision Making</h3> <ul style="list-style-type: none">• Demonstrating curiosity and open-mindedness• Recognizing how critical thinking skills are useful both inside & outside of school	



“Our task, regarding creativity, is to help children climb their own mountains, as high as possible...”

Loris Malaguzzi